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ABSTRACT

In this monograph, a view of the basic nature of the career education effort is discussed under the following topics: the basis of need for career education; the meaning and goals of career education; the difference between career education and vocational education; career education and basic academic skills; career education and career guidance/career development; infusion/threading/weaving in career education; collaboration in career education; career education goals and the goals of American education; career education and higher education; career education and the community college; inservice education in career education; community career education coordinator; career education "treatment"; and evaluation. (BM)

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MONOGRAPHS ON CAREER EDUCATION

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A PRIMER FOR CAREER EDUCATION

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A PRIMER FOR CAREER EDUCATION

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The American system of public and private education has been a major force in creating societal change. The rate of societal change created, in part through the efforts of American education, has been greater than the rate of change taking place within the education system itself. As a result, American education has been subjected to much criticism in the last 20 years. Much of this criticism has been directed toward a perceived failure of education to help students leaving the system understand and capitalize on the changing relationships between education and work. Some concerned with this problem have suggested creation of an alternative system of education as a solution. In view of the proven long history of success enjoyed by the American system of education, this would seem to represent a tragic mistake. Instead, it would be much better to refocus our current educational system in ways that reflect changes in society.

Changing Education/Work Relationships: The Basis of Need for Career Education

Two words–"education" and "work"–have played significant roles in making and keeping America a great nation. Both words have come in for much criticism from many segments of society in recent years. It is essential that both words–"education" and "work"–regain their former places as needed and valued parts of American society. One reason why these two words have come in for criticism is that relationships *between* education and work have changed, but education has failed to change in ways that properly reflect these changing relationships. The career education effort plays both a *supportive* and a *participatory* role in bringing about changes in American education that reflect these changing patterns of education/work relationships. The most basic of these are identified below.

Supportive Changes

1. FROM an assumption that says *a general education alone is the best preparation for work* TO an assumption that says *both general education and a set of specific marketable vocational skills are increasingly necessary for entry into the world of paid employment.* More and more often, those school leavers who tell an employer they can do "anything" are perceived as being equipped to make little immediate contributions to employer productivity. Thus, career education advocates support an increased societal emphasis on vocational education at the secondary school level, on technical/occupational education at the postsecondary, sub-baccalaureate degree level, on professional specialization at the college and university levels, and on various forms of specific vocational

skill training offered by business, labor, and industry outside the formal education system. On the other hand, no claim is made that such emphases *are* career education.

2. FROM an assumption that says *youth is that period of life in which one prepares for work* TO an assumption that says *most individuals will find it increasingly necessary to combine education and work during large portions of their adult lives.* American education cannot be said to have adequately met the goal of education as preparation for work if its efforts are limited to preparing school leavers only to make the transition from school to work. In addition, persons must be prepared to make the transition from work to school and, even more important, to combine school with work during various portions of their adult lives. Thus, career education advocates support the general concept of lifelong learning. When the question is asked "lifelong learning for *what*?" career education claims to represent one kind of answer to that question. Thus, career education is correctly viewed as part of lifelong learning, but not at all synonymous with the term "lifelong learning." Career education is supportive of the lifelong learning concept.

Participatory Changes

3. FROM an assumption that says *American education has attained the goal of education as preparation for work when it has prepared school leavers to enter the world of paid employment* TO an assumption that says *the goal of education as preparation for work must include an emphasis on preparing school leavers to change with change in the world of paid employment.* The greatest certainty facing today's youth is the certainty of uncertainty—the certainty of rapid change. In addition to preparing youth to *enter* the world of paid employment, education must accept an additional responsibility of preparing youth to *change with changes* in the occupational society in ways that are most beneficial to the individual. Even occupations that retain their same titles are changing, and will continue to change in the specific nature of duties and skills associated with such occupations. The individual must be prepared to change at least as rapidly as change comes within the occupational society. Whether or not occupations choose to change people, people will certainly choose to change their occupations. Thus, in addition to specific vocational skills, school leavers must be equipped with career decision-making skills, job-seeking skills, job-getting skills, and job-holding skills. A significant part of the career education effort concerns itself with making sure that all school leavers are equipped with such skills. In addition, American education must increase its efforts, and its effectiveness, in equipping school leavers with both the basic academic skills and with basic good work habits that will be essential no matter what occupations they may change to during their adult lives. Career education seeks to make direct contributions to equipping students with these skills also.

4. FROM an assumption that says *the best way to prepare youth for the world of paid employment is to lock them up in a schoolhouse and keep them away from that world* TO an assumption that says *both the world of schooling*

and the world of paid employment must become part of the student's real world. American education has never been able to effectively simulate the world of paid employment within the school building and, in today's increasingly complex occupational society, it is becoming more and more obvious that this cannot be done. The world of schooling and the world of paid employment have been two separate worlds for far too long. We must cease wondering why youth have difficulty making the transition from one of these "worlds" to the other and, instead, expose them to both worlds. Students must be given an opportunity to become aware of and explore occupations through direct interaction with the physical and personnel resources of the business/labor/industry/professional/government community. Work experience—paid and/or unpaid—must become an educational methodology available to *all* students, not simply remain as an alternative educational *program* for those students who fail to profit from the academic curriculum. Students can and do learn in more ways than simply through reading, in more places than simply school buildings, and from more persons than simply certified teachers. Career education seeks to involve the broader community in a collaborative partnership with educators in attaining the goal of education as preparation for work.

5. FROM an assumption that says *the more years one spends in school, the better equipped he/she is for work* TO an assumption that says *the optimum kind and amount of education required as preparation for work will vary widely from occupation to occupation.* A college degree is no longer the best and surest route to occupational success and it is important that this be understood by both students and by their parents. While the *multiple* educational goals of college education may well be increasing in importance, the pure *economic* advantage of the college degree is on the decline. It is important that, in terms of the goal of education as preparation for work, various forms of postsecondary education—including those outside the structure of formal education—be viewed as differing in *kind* rather than in intrinsic *worth.* Further, the educational goals of the institution should bear some direct relationship to the student's educational goals. To the extent that education as preparation for work represents a goal important to the student, the educational institution has a responsibility for clearly stating the importance *it* attaches to that goal and the ways in which it seeks to meet it. Career education's efforts are strongly oriented toward helping both students and educational institutions understand and act upon the relative importance that the goal of education as preparation for work holds both for the student and for the institution.

6. FROM an assumption that says *jobs choose people—people don't choose jobs* TO an assumption that says *it is important that student self understanding and understanding of the world of paid employment be emphasized in ways that allow students to have maximum control over their own destinies.* American education has a responsibility to teach all students basic understandings of economic education, of the nature and goals of organized labor, and the basic principles of the free enterprise system. It is equally important that today's students be given opportunities to increase their

self-understandings of work interests, aptitudes, and values through an experiential approach to learning. A large and significant part of the career education effort is aimed at helping students acquire such knowledge and understandings.

7. FROM an assumption that says *the very best educational and occupational opportunities should be reserved for white, able-bodied males* TO an assumption that says *the full range of educational and occupational opportunities must be made available, to the greatest possible extent, to minority persons, handicapped persons, and women as well as to all others in society.* Educational and occupational stereotyping is a social disease in America today. Laws have been passed in recent years aimed at eliminating such biases from educational and occupational admittance practices. American education, however, has not responded adequately either in terms of making students aware of such laws or, more importantly, of the societal values that led to enactment of such laws. The elimination of stereotyping cannot be accomplished by laws alone. In addition, conscious and conscientious attempts to eliminate stereotyping must become an integral part of the content and practice of American education. Refocusing American education in ways that will make this a reality represents an important part of the career education effort.

8. FROM an assumption that says *the goal of education as preparation for work should be directed exclusively toward the world of paid employment* TO an assumption that says *the goal of education as preparation for work must include unpaid work performed in life as well as work in the world of paid employment.* Volunteerism is on the rise in American society. The amount of leisure time available to persons is on the increase. The growing presence of women in the work force has great implications for changing home/family patterns in the United States. Yet, by and large, none of these major societal changes have been reflected in basic patterns of educational change. A very important part of the career education effort is directed toward equipping students with the knowledge, understandings, and values that will help them utilize such societal changes in developing a fuller and more satisfying lifestyle for themselves.

9. FROM an assumption that says *the goal of education as preparation for employment should be primarily concerned with JOBS* TO an assumption that says *education as preparation for employment should be concerned with WORK as well as with JOBS.* It appears that there are many more persons looking for *jobs* than are looking for *work* in today's occupational society. American society appears to have largely rejected the traditional work *ethic* without recognizing the absolute necessity of replacing it with a personally meaningful set of work *values.* American education has concentrated relatively more attention on helping students answer the question "What work will you choose to do?" than on the more basically important question of "Why will you *choose* to work?" Work must be viewed more as a human right than as a societal obligation. The career education effort places central importance on changing American education in ways that recognize this basic and important change that has come to American society.

Each of these changes grows out of changes in the occupational society and in the broader society to which the world of paid employment belongs. Each represents a change that seems certain to grow in nature and significance in the years ahead. Unless American education is refocused in ways that reflect and provide for helping students cope with such changes, it will have been less than successful in attaining the goal of education as preparation for work. Career education represents an effort to refocus American education in ways that properly and appropriately reflect these changing relationships.

The Meaning and Goals of Career Education

Career Education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.*

The word "refocusing" in this definition is two-pronged in meaning. First, it means a more *proper* emphasis on the importance of education as preparation for work among the basic goals of education. If a "proper" emphasis is placed on this goal, the goal itself will neither be ignored nor will it become the exclusive goal of any publicly supported educational institution. Instead, it will become one among several basic educational goals for all who teach and for all who learn at all levels of education—from the elementary school years through the entire college/university and adult/recurrent/continuing education system. At the elementary school level, professional educators will recognize and act on their responsibilities to provide pupils with basic academic skills, good work habits, work values, attitudes regarding stereotyping, and the beginnings of self-understanding as well as understanding of the world of work. In secondary schools, the goal of education as preparation for work will be accepted as important by both teachers and students in the academic curriculum as well as by those in vocational education. In publicly supported colleges and universities, attainment of this goal will be evident through actions of both the teaching faculty and the student personnel services personnel of the institution. At the adult/recurrent/continuing education level, one of the reasons for offering programs will be to meet the goal of education as preparation for paid and/or unpaid work.

Second, the word "refocusing" in this definition is intended to imply that a more *appropriate* emphasis be placed on the goal of education as preparation for work. If this goal is to be interpreted "appropriately" in these times, it must extend considerably beyond the former meaning of equipping a certain segment of the student body with specific vocational skills required for *entry* into the occupational society. To this obviously important aspect, American education must add a concern for equipping students with skills required to change with change in the occupational society, skills required for engaging in work as

productive use of leisure time, and skills required for engaging in work in America's changing home/family structure.

The term "American education" in this definition is intended to cover both public education and private education at all levels. It is emphasized here because of the importance the goal of education as preparation for work holds for publically supported parts of our formal system of American education. If the institution is supported by public funds, career education seeks to have the goal of education as preparation for work included among the basic goals of the education system. If, on the other hand, one thinks about the private school system in America, career education becomes an opportunity rather than a necessary obligation to adopt and to implement this goal.

The "broader community" in this definition is intended to cover the business/labor/industry/professional/government community, community service and church organizations, and the home/family structure. The obvious implication is that career education is a concept that cannot be effectively implemented solely through the efforts of the formal system of American education. Part of the credit for whatever success career education attains must be given to persons in the broader community. Similarly, if career education fails, part of the responsibility for failure must be shared by the broader community. The career education concept demands that the formal education system be a part *of* the community, not apart *from* the community. It recognizes that community resources exist that are needed for career education's success and that, under no circumstances, could the education system provide those resources itself.

The "knowledge" referred to in this definition includes self-understanding, understanding of the economic system, of educational and occupational opportunities, of ways for making productive use of leisure time and for functioning as home/family members. The "skills" refer to decision-making skills, job-seeking, job-getting, job-holding skills, skills required for making the transition from school to work, from work to school, and for combining school with work. The "attitudes" referred to in this definition include attitudes toward work and attitudes regarding the need to combat stereotyping in American society.

In this definition, the word "meaningful" is intended to mean that the individual recognizes the societal importance and contributions of the work she/he performs. The word "productive" is intended to mean that the work performed does, in fact, provide benefits to the individual and/or to others. The word "satisfying" is intended to mean that the individual feels more worthwhile as a human being because of the work he/she has performed.

Underlying the entire definition is the crucial importance attached to the meaning of the word "work" in career education. "Work" is defined as *"conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."* This definition is intended to use the word "work" to emphasize the human need of all human beings to do—to accomplish—to achieve. The key thing

to recognize is that, in this definition, what is "work" is individualistically decided by the person, not by the nature of the task. What is "work" to one person may well be "drudgery" to another. The human need to work will, hopefully, be met by many persons in the world of paid employment. It may be met by others in productive use of leisure time, in volunteerism, or in duties performed as a fulltime homemaker who is not employed for wages.

Differences Between Career Education and Vocational Education

Since the term "career education" was first introduced, widespread confusion has existed regarding the differences in meaning between "career education" and "vocational education." It is important that these differences be clearly specified in this paper.

First, while both vocational education and career education represent means used to attain the goal of education as preparation for work, they do so in quite different ways. Vocational education represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for *entry* into the occupational society. Career education's main thrust is on providing students with skills and attitudes necessary for *changing with change* in the occupational society including: (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work values.

Second, while vocational education, by definition, represents an instructional program designed to meet the needs of a segment of the student body at the secondary and postsecondary, sub-baccalaureate level, career education represents an effort designed to be threaded through *all* instructional programs at *all* levels of education—from the early elementary school years through the college/university and adult education system. Vocational education is defined in terms of courses and is an instructional program. Career education is defined as a systemwide effort, but not in terms of courses or instructional programs.

Third, vocational education concerns itself, as presently structured, almost entirely with the world of paid employment. Career education, on the other hand, is concerned about both paid and unpaid work.

Fourth, vocational education, as an instructional program, is something taught by persons called "vocational educators." Career education, as a systemwide effort, is something that hopefully will be taught, through a threading/weaving process, by *all* educators, not by a special kind of teacher called a "career educator."

Fifth, while vocational education concentrates its efforts on specific vocational skills, career education seeks to add an emphasis on the importance of *general career skills* gained through the so-called "academic disciplines." For example, career education emphasizes the importance of communications skills, critical thinking skills, logical reasoning skills, and competitive skills as ones that are useful in advancing in a very wide array of occupations.

Vocational education and career education, then, represent two distinctly different thrusts toward attainment of the goal of education as preparation for work. They are not at all the same thing. This in no way means that vocational educators, like all other educators, are not actually engaged in career education. They obviously are and have been for many years prior to the time the term "career education" was introduced. To point out the basic differences between vocational education and career education is, in no way, intended to discourage or downplay the involvement of vocational educators in the total career education effort. Rather, it is simply intended to point out differences in the major thrusts of vocational education and of career education.

Much of the original confusion in these two terms resulted from early efforts of career education to assume total responsibility for refocusing American education in terms of the goal of education as preparation for work. Now that the career education movement has matured to the point where it clearly seeks to assume responsibility for only part of this general goal, this confusion should subside. Rather than viewing vocational education as a *component* of career education (as was done in the beginning) it is now, hopefully, clear that "career education" and "vocational education" represent two obviously needed, but obviously quite different, approaches to meeting the goal of education as preparation for work. Both the great need to add "career education" and the equally great need to continue education's traditional emphasis on vocational education would be lost if "career education" tried to engulf "vocational education" in its definition.

With this conceptual view, it makes no more sense to view "vocational education" as part of "career education" than to view "English education" as part of "career education." Both "vocational education" and "English education" represent bodies of knowledge that have been packaged into courses of instruction. The content of all such courses is valuable in meeting the goal of education as preparation for work. In addition to the course content, teachers of all such courses are being asked to thread the content of career education into the teaching/learning process. Both "vocational educators" and "English educators" have significant roles to play in the career education effort.

Career Education and the Basic Academic Skills

A fundamental grounding in the basic academic skills is increasingly becoming a prerequisite for success in the world of paid employment. It becomes even more important to those faced with problems of changing occupations and acquiring a completely different set of entry level vocational skills. In recent years, a very great deal of criticism has been directed toward American elementary and secondary education for perceived failure to adequately equip many school leavers with the basic academic skills. The call for "back to basics" is strong and becoming stronger in many parts of the nation. It is not, then, surprising that some persons, when faced with questions regarding directions

American education should take with respect to change, raise the question, "Do we need to concentrate on the basic skills or do we need to concentrate on career education?"

Rather than participate in an argument regarding which is more important, career education has sought to be regarded, in part, as a *vehicle* for use in increasing the basic academic skills. That is, rather than choosing between a "back to basics" and a "career education" approach to educational refocus, career education advocates have proposed that career education can be viewed as one of several possible answers that might appropriately be given to the question, "*How* do we get back to the basics?"

Any person concerned with the need for a "back to basics" thrust in American education must, of necessity, look to the teaching/learning process in seeking answers. Career education seeks, in its implementation, four basic changes in the teaching/learning process, each of which is designed to make contributions toward increasing academic achievement in the classroom. Each deserves brief discussion.

First, career education seeks to serve as a vehicle for bringing a sense of meaningfulness and purposefulness to the teaching/learning process on the part of both students and teachers. *Other things being equal* (and we know many variables are involved) one means of increasing academic achievement is to put students who want to learn in classes with teachers who want to teach. A career education effort, by emphasizing that *one* of the reasons why it is important to learn this subject matter is that people use it in their work, can serve as a means of motivating students to want to learn and of motivating teachers to want to teach.

This, of course, is the matter of "relevancy" that was so popular in education only a few years ago. The primary problem with the "relevancy" movement was that its proponents often forgot to ask questions regarding "relevancy for whom?" and "relevancy *when*?" There was no way such questions could be adequately answered so long as the "relevancy advocates" ignored the need for universal appeal of their approaches or tried to make things "relevant" in terms of the immediate moment. Career education has two obvious advantages here: (a) since almost *all* students perceive themselves, from a very early age, as individuals who will work someday; and (b) since the basic academic skills can easily be pictured as necessary for almost *all* kinds of work, career education can be a motivational approach that is *appealing to almost all students on a long term basis*. It is a way of giving a long term and deeper sense of purposefulness to both students and teachers. If this can be done, achievement should increase.

Second, career education seeks to change the teaching/learning process through consciously emphasizing the positive accomplishments of students. Too many teachers, instead of giving pupils rewards for what they have done, emphasize to students what they have failed to do. Instead of helping the pupil recognize that she/he has accomplished "X" amount, too many teachers emphasize that "Y" amount yet remains to be done. Instead of giving pupils credit for doing the best they can, too many teachers emphasize to pupils that

others did better. Career education seeks to reverse this kind of negative reinforcement and substitute, instead, a positive reinforcement system where pupils receive rewards, rather than punishment, when they work in the classroom. The assumption is that, if we want pupils to work harder in the future, we must reward work when it is accomplished.

Third, career education seeks to increase variety in the teaching/learning process through active involvement of the broader community. In doing so, it is simply necessary to recognize that pupils can and do learn in more ways than simply through reading, in more places than simply in the classroom, and from more persons than simply certified teachers. The assumption is that, by inserting variety into the teaching/learning process, probabilities of increasing pupil motivation to learn will increase.

Fourth, career education seeks to establish a conscious and conscientious effort, in every classroom, to emphasize and reward the practice of good work habits. This includes an emphasis that urges each pupil to: (a) come to school (i.e., to *work*) on time; (b) do the best she/he can do; (c) finish an assignment that has been given; and (d) cooperate with his/her fellow pupils (i.e., workers). If pupils can be taught to practice good work habits in the classroom, the assumption is made that those habits will be useful both in learning the basic skills and in the pupil's later life as an adult worker.

These four basic approaches to increasing productivity: (a) providing workers with an understanding of the importance of the work to be performed; (b) rewarding work when it occurs; (c) introducing variety into the work place; and (d) emphasizing the importance of using good work habits, have been used for many years as means of increasing industrial productivity. Career education simply assumes that, if applied to the teaching/learning process, they can also be used to increase educational productivity. Evidence now available lends some credence to this assumption.[1]

In claiming that career education can be a useful vehicle for use in increasing basic academic achievement, it should be made clear that career education has never claimed that it is the sole—nor even the most important—answer to this problem. Obviously, the professional and personal qualifications of the teacher must be considered as the key factor to be considered. Other possible contributing factors include such variables as the quality and quantity of learning resources, socioeconomic factors, class size, and the amount of money expended per pupil in one school district as opposed to another. Career education seeks to neither play down the importance of such additional factors nor to substitute for them. Rather, it simply claims that a career education approach to the teaching/learning process holds positive potential for use as a vehicle for improving basic academic achievement.

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[1] (Bhaerman, Robert D. *Career Education and Basic Academic Achievement: A Descriptive Analysis of the Research*. Washington, D.C.: U.S. Government Printing Office, 1977.)

Career Education and Career Guidance, and Career Development

Recently, the terms "career education," "career guidance," and "career development" have been used by many as though they were synonymous terms. It is essential that basic differences in the meanings of these terms be clearly understood.

The term "career development" refers to a developmental process, extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total lifestyle. As such, "career development" is best thought of as part of human growth and development. As a process, it is typically thought of in the developmental stages of career awareness, career exploration, career decision making, career planning and preparation, career establishment, career maintenance, and career decline. Both "career education" and "career guidance" use the career development process as a philosophical/research basis for their conceptual and implementation efforts.

"Career guidance" is best thought of as a set of services devised and operated for purposes of assisting persons in the career development process. As a set of services, "career guidance" includes services such as: (1) services designed to provide the individual with a more positive self concept; (2) services designed to increase the individual's self understanding; (3) services designed to increase the individual's understanding of educational and occupational opportunities available to him/her; (4) services designed to assist the individual in the career decision-making process; and (5) services designed to help individuals implement decisions they have made. Obviously, the "career education" effort is, in part, designed to also make sure that individuals receive these same services. In this sense, too, "career education" and "career guidance" are very similar.

Two important operational differences, however, exist between what is commonly regarded as "career guidance" as opposed to "career education." One concerns itself with the fact that the term "career guidance" has typically been thought of primarily as one role of the professional counselor. Career education advocates have maintained that the career guidance function is one that requires the participation of classroom teachers, members of the home/family structure, and members of the business/labor/industry/professional/government community *in addition to* the efforts of the professional counselor. Recently, several leaders in the counseling and guidance field have pictured the need for involvement of all of these kinds of persons, in a coordinated team effort, with the professional counselor being but one member of that team. To the extent this view of expansion in kinds of persons involved in the career guidance process gains in popularity, then the terms "career guidance" and "career education" will, in fact, have much in common. If this view prevails, then *there is no essential difference between the professional counselor's role in career guidance and his/her role in career education.* This, of course, is not to say that the professional counselor, in most educational settings, is charged *only* with the career guidance function.

The remaining way in which the terms "career guidance" and "career education" differ in meaning is the strong emphasis career education places on the teaching/learning process, in addition to the career development process, as a basis for its conceptual efforts. Career guidance, on the other hand, uses the career development process as its *prime* basis for conceptualization. In this way, the two terms "career guidance" and "career education" cannot and will not become synonymous in meaning.

Infusion/Threading/Weaving in Career Education

Most career education advocates have recommended that the skills, knowledges, and attitudes students receive as a result of the career education effort should *not* be packaged in a formal career education "course" or series of courses. Instead, the common recommendation is that they be "infused," "threaded," or "woven" into the content of existing courses in the curriculum.

There are three basic reasons why this recommendation has been made. First, and most important, it must be remembered that career education seeks to refocus the *entire education system* in ways that will bring a more proper and appropriate emphasis to the goal of education as preparation for work. If the skills, knowledges, and attitudes to be transmitted through a career education effort were to be transmitted through addition of a new course, the result would be an "add-on" but not a "refocus" of the system. Those educators, other than the "career education teacher," would likely feel that they have little, if any, responsibility for changing their behaviors or increasing their own understandings. The result would be that career education's potential for contributing to increases in pupil academic achievement would be greatly decreased.

Second, the skills, knowledges, and attitudes career education seeks to transmit to students can, by and large, be effectively and naturally given to students as part of the regular educational process. Moreover, many teachers and counselors were already engaged in these kinds of activities long before the term "career education" was coined. In addition, if a new kind of "career education course" were added to today's already over-crowded curriculum, decisions would have to be made regarding what parts of the existing curriculum should be abandoned. It simply does not appear to be good logic to think about transmitting career education to students through the mechanism of an entirely new course.

Third, to use the "new course" approach would inevitably lead to sizeable increases in the cost of public education. Staff salaries and physical equipment (including classroom space) are the major items involved in any school budget. In these times, the common public call is to make education most cost effective, *not* to make it still more costly. If, to implement career education, sizeable increases in the education budget were to be required, it is highly doubtful if many educational institutions would be either able or inclined to move rapidly. In view of the fact that it does not appear to be *essential* that the "new course"

approach be taken, it would be extremely difficult to justify this approach with those now concerned with holding down the costs of education.

The basic rationale behind advocating the infusing/threading/weaving approach is that *pupils can acquire the skills, knowledges, and attitudes career education seeks to convey while simultaneously being motivated to learn and to increase the amount of subject matter actually learned.* Illustrative examples include: (a) pupils can become more aware of the nature of the world of paid employment and simultaneously learn the importance of the basic academic skills for attaining success in the occupational society; (b) pupils can explore their interest in possible careers and simultaneously learn why subjects they are taking in school are essential for success in those careers; (c) pupils can learn both about the free enterprise system and increase their skills in basic mathematics if the mathematics problems they are given are related to free enterprise concerns; (d) pupils can increase their reading effectiveness by reading about careers in which they have expressed interest while simultaneously learning more about those careers; (e) pupils can be motivated to learn foreign languages more effectively if teachers use examples of how people use foreign languages in their work as part of the teaching/learning process; and (f) pupils can learn decision-making skills if an activity-oriented approach to teaching is utilized that demands students to make decisions.

Because the infusion/threading/weaving approach can be pictured as both effective and practical does not mean that it is easy to implement. Major problems exist with reference to inservice education that must be solved. These problems are discussed later in this paper.

Collaboration in Career Education

The word "collaboration," as used in career education, is intended to imply the need for action and policy formulation responsibilities to be assumed by non-educators as well as by educators in implementing career education. It is essential that persons, agencies, and organizations outside the structure of formal education be given part of the credit wherever career education succeeds. The prime reason for this is that it is equally essential that they be given part of the blame if career education implementation efforts fail in any given community. The essential rationale behind this approach can be seen by considering the differences in meaning between the words "cooperation" and "collaboration." The word "cooperation" would be an appropriate one to use were career education to be viewed as education's *program and problem.* In that case, persons from the broader community could be called upon to cooperate with the education system in solving the education system's problem. However, long-run accountability for the success, or failure, of the effort would rest squarely on the education system.

The word "collaboration," on the other hand, implies that career education is a community problem, not simply a problem for the education system. To the extent this is true—and career education advocates claim it *is*—then a set of

community action responsibilities *which can be performed by persons in the broader community but not by educators* must be identified and accepted. Moreover, if career education is to be viewed as a community effort, then policy formulation for career education cannot sensibly be left only in the hands of educators.

Three distinct community segments are vital to collaboration in career education. First, the business/labor/industry/professional/government community must assume an active participatory role. That role begins with assuming responsibility for participating in inservice education of educators aimed at helping educators better understand the world of paid employment outside of education. In addition, that community segment must be willing to assume responsibility for serving as resource persons in classrooms, for making work-sites available for career awareness, career exploration, and for work experience opportunities for students. Finally, this community segment must be willing to participate in career education policy formulation with reference to questions that educators cannot be expected to answer using their own backgrounds. These include such questions as:

1. What should students know about the free enterprise system? About the organized labor movement in the United States? About how to apply for and actually obtain employment?
2. What personnel and physical resources exist in the community for use in career education? How, and under what conditions, can educators contact and utilize these resources? How can the maximum number and variety of community resources be made available for use?
3. Under what circumstances should student work experience opportunities be provided? Should work experience be paid or unpaid? Should the prime purpose of work experience be exploration for the student or productivity for the employer? Or some combination of the two?
4. Who is to evaluate resource persons from the community who come into classrooms? To whom should such evaluations be reported? Who is to evaluate field trip experiences? To whom should those evaluations be reported?

Questions such as these demand joint participation of educators and persons from the business/labor/industry/professional/government community. Policy recommendations resulting from such joint participation will be essential for legal actions that school boards, labor unions, employers, and local government officials must make.

A second important community segment vital to the career education collaborative effort consists of the wide variety of existing community agencies and organizations found in almost every community who are already actively

involved in helping youth in career awareness, career exploration, and career decision making. Examples of such agencies and organizations include:

Chamber of Commerce
Local service clubs (Rotary, Lions, Kiwanis, etc.)
American Legion and Legion Auxiliary
Exploring Program, Scouting, USA
Girl Scouts of America
Junior Achievement
Local labor union councils
Local apprenticeship councils
Local CETA operations
Local Council of Churches
YWCA
YMCA
National Alliance of Businessmen
Women's American ORT
Council of Business and Professional Women's Clubs
Grange
National Urban Coalition
National Association for Advancement of Colored People
National Organization for Women

The above list is intended to be illustrative, not exhaustive. Organizations such as these have, for many years, been engaged—sometimes in cooperation with and sometimes independent of the formal education system—in career education activities. A community career education effort that ignores, or fails to effectively utilize, such organizations in a collaborative fashion is asking for both inefficiency and ineffectiveness. Participation of representatives of such groups in career education policy formulation and action efforts is essential. To do so, educators must rid themselves of the false notion that "education" and "schooling" are synonymous terms; that students can have learning experiences only during the school-day (or the 9 months of the school *year*); and that *credit* for helping youth should be given only to educators.

The third important community segment required for an effective collaborative career education effort is the home/family structure. There is no phase of career education—career awareness, career exploration, developing good work habits and personally meaningful sets of work values, reduction of stereotyping, or career planning and decision making that should be considered "off base" for parents. Too many youth continue to be hampered in their career development because of the lack of career information and/or the negative impressions of work and the occupational society that they receive from their parents. Too many pupils enter the elementary school already strongly biased in occupational stereotypes regarding race, sex, and physical handicaps. There is no way an effective career education effort can be accomplished until and unless the

home/family structure becomes a part of this effort. Collaboration, not cooperation, is the answer proposed by career education.

Career Education and the Goals of American Education

In 1918, the NEA Commission on the Reorganization of Secondary Education, chaired by Dr. Charles Eliot, President of Harvard University, published a report on the goals of education entitled *Cardinal Principles of Secondary Education*. These seven "cardinal principles" included:

1. Health
2. Command of Fundamental Processes
3. Worthy Home Membership
4. Vocation
5. Civic Education
6. Worthy Use of Leisure Time
7. Ethical Character

Later attempts to state the goals of American education in terms of some combination of process and content objectives lack the global character of these original "seven cardinal principles." For career education's efforts to be viewed within the context of the goals of American education demands that some global view of those goals be used.

With the kind of global goals pictured by the "seven cardinal principles," it is obvious that attempts to refocus American education could be centered around any one of those goals. It should be equally obvious that, were a refocusing effort to be attempted around all seven goals simultaneously, it would be difficult, if not impossible, to develop an implementation scheme that could be made operational for the system as a whole. Finally, and most important, it should also be obvious that, when a refocusing effort is mounted aimed at one of these seven basic goals, its implementation, if executed properly, holds positive potential for helping to attain all of the others.

It is important in any agency or organization to be able to see beyond the immediate goals formulated and faced on a daily basis if one is to sense a deeper sense of meaningfulness and purposefulness in what one does. In education, teachers have recently found themselves so pressured to pay attention to the immediate content and process objectives associated with their subject matter that many have missed a deeper sense of purposefulness for meeting with students. As a result, the goal of education, for too many, has simply become education itself. This is wrong. People don't go to school *just* so they can go to school! Education must be viewed, in terms of its deeper purposes, as *preparation for something*. By trying to refocus American education around the global goal of education as preparation for work, career education has tried to create a basis for gaining a deeper sense of meaning and purpose in education both for those who teach and for those who learn.

By using the *global* purpose of education as preparation for work, career education has been able to devise a set of implementation strategies that, in addition to meeting this goal, can also contribute, in a positive fashion, to meeting all other basic global goals of education as well. That is, effective implementation of career education should contribute, positively, to the global goals of (a) health; (b) command of fundamental processes; (c) worthy home membership; (d) civic education; (e) worthy use of leisure time; and (f) ethical character *as well as* to the global goal of "vocation" (as it is called in the "seven cardinal principles").

Because this is so in no way means that, if education is refocused in ways advocated by career education, then all education will become career education. Far from it. Career education will, if properly implemented, enhance *all* of the basic goals of education through the mechanism of trying to bring a more proper and appropriate emphasis to only one—namely, education as preparation for work. It will not replace, detract from, or demean any of the other basic goals of American education.

Just as career education does not demean nor detract from other basic global goals of education, neither does it, in any way, detract from the current popular emphasis being given to content and process goals of education. Instead, it puts such goals in a broader perspective that, hopefully, will make their attainment make more sense to both pupils and teachers.

Career Education and Higher Education

Career education, conceptually, covers the entire system of education extending from the early elementary school years through the entire college and university system and on into adult/recurrent/continuing education. Yet, to date, its implementation has occurred primarily at the elementary/secondary school levels. Resistance to true implementation of career education has been most noticeable at the college/university level. Here, some of the apparent reasons for that resistance and some possible solutions will be discussed briefly.

First, and most apparent, has been the false perception apparently held by many in higher education that, to embark on career education, it will be necessary to de-emphasize the importance of the liberal arts. Hopefully, persons holding this view will shortly recognize that, rather than de-emphasizing the liberal arts, career education attempts to place the liberal arts in proper perspective with professional specialization courses and preparation programs. Career education calls, to be certain, for something *more than* the liberal arts, but, in no way, does it call for a de-emphasis on the basic importance of the liberal arts.

Second, while seldom expressed directly, there appears to be a feeling on the part of some in higher education that, if they emphasize education as preparation for work, they may find themselves at a relative disadvantage when compared with other forms of postsecondary education. That is, institutions such as the technical institute, certain forms of postsecondary vocational

education, or apprenticeship programs may produce graduates whose economic returns from their educational investment are, in many instances, as great or greater than those accruing to persons with the baccalaureate degree. Moreover, with the current widespread publicity regarding the production of an oversupply of college graduates in relationship to creation of job opportunities requiring a college degree, the typical college or university may also suffer when its placement success rate is compared with those of other kinds of institutions.

Career education advocates would answer this kind of concern in two ways. One way would be by encouraging colleges and universities to think broadly about the multiple goals they hold and the multiple advantages accruing to students who possess a college degree. The current emphasis on career education may well be a golden opportunity for colleges and universities to make clear to their students—and to the broader public—a set of reasons for attending college that extend well beyond the goal of education as preparation for work. A second way of answering this kind of concern, of course, would be for the college or university to make a more concentrated effort to meet the goal of education as preparation for work.

Third, many more colleges and universities appear to be more inclined to move more toward a career development than a career education emphasis in their attempts to help students solve education/work relationship problems. That is, they have *added on* to the kinds of educational opportunities that previously existed without seriously altering them. Examples such as special programs in experiential learning, various forms of cooperative education and work experience, courses in career choice and decision making, increases in career guidance and counseling services, and increases in college placement services are found today on many college campuses. Yet, on those same campuses, the typical member of the teaching faculty appears to continue to operate about "as usual." Unless change comes to the teaching/learning process, career education cannot be said to have taken place. So long as an *add-on* approach is used, the term "career development" is more appropriate than the term "career education" to describe the effort. Perhaps this is why the term "career development" seems to be more popular on some college campuses than the term "career education."

Fourth, it is becoming increasingly obvious that, especially among some private colleges and universities, the goal of education as preparation for work is not one considered important by the institution. Unlike the system of publically supported education, there is no necessary reason, of course, why a particular educational institution should feel an obligation to emphasize education as preparation for work. Career education advocates do not criticize such institutions. Instead, they simply ask them to make their institutional goals—whatever they may be—clear to students who attend and to those who pay the costs of supporting the institution. This should include making clear the fact that the institution does *not* pretend to ready its graduates for work.

In spite of such problems and concerns, increasing numbers of colleges and universities now appear to be moving toward implementation of a true career education effort. Much more is obviously needed.

Career Education and the Community College

Great similarity exists between the philosophical basis for career education and the philosophical base on which the community college movement has been built. In spite of this, a career education emphasis has been slow to come to the community college setting. This appears, in part, to be due to this high degree of philosophical similarity. That is, many community colleges feel they are already engaged in career education and that no new thrust is needed.

In part, however, it appears to be due to the inability of the community college to simply adopt the career education model that has evolved at the elementary/secondary level. This is due, it appears, to variations that exist in the size of community colleges, the community resources available for use by community colleges, and the composition of the student body. Of these variables, the most important seems to be the composition of the student body.

Where the community college student body is composed largely of recent high school graduates, the general career education model that operates at the secondary school level seems to hold high potential for use. These students are faced with the same kinds of career awareness, career exploration, and career decision making problems that high school students face. They are also faced with the necessity for viewing and utilizing the total academic resources of the institution in ways that will best help them attain the goal of education as preparation for work. The problems of relationships between the so-called "academic" and "vocational education" faculty members are similar to those found at the secondary school level.

On the other hand, the community college whose students are, on the average, more than 25 years old faces quite a different kind of challenge with respect to career education. Much publicity has been given to needs of adult workers to be re-trained for new occupations as the occupations they formerly held disappear. While this, to be sure, is taking place to some extent, problems of occupational upgrading and of finding ways of making more constructive use of leisure time would appear to be much more common among older community college students. A career education effort designed to meet such needs will obviously look considerably different from that which has developed at the secondary school level.

Interest in career education seems to be developing very rapidly at the community college level. It appears that this will continue to occur.

Inservice Education in Career Education

Since career education does not advocate the "add on" approach to educational change, it must depend on changing the attitudes, knowledge, skills,

and actions of its participants if a true refocusing of education is to occur. This makes the topic of inservice education one of major importance for career education.

Classroom teachers are the single most important resource for change in education. Thus, any discussion of the need for and nature of inservice education must begin with a concern for the teaching faculty. Major areas of emphasis here include helping teachers:

1. Understand and accept the career education concept
2. Learn how to think of the goal of education as preparation for work in relationship to: (a) other basic goals of education and (b) the process and content goals to which the teacher is already accustomed
3. Learn both about (a) the nature of the world of paid employment outside of education and (b) how that world operates
4. Learn about the multiple career implications of their subject matter
5. Learn how to use community personnel as resource persons in the classroom
6. Learn how to use the community as a learning laboratory for helping students learn more subject matter of the course
7. Learn the basic principles of career development to an extent that assures the career development process will be taken correctly into account in planning classroom activities
8. Learn how to thread career education skills, knowledges, and attitudes into the teaching/learning process in ways that will retain the basic importance of the teacher's subject matter

Some teachers already know all of these things; others seem to be able to learn them in a relatively short period of formal training coupled with the learning that the teacher does as he/she attempts to implement career education in the class; still others seem resistant to and/or unable to learn these things.

Counseling and guidance personnel have an opportunity, if they choose to capitalize on it, to play key roles in the implementation of career education at the building level. Some already are. However, the vast majority of such persons will require considerable upgrading before they are equipped to take advantage of all the opportunities career education offers the professional counselor. Major areas of emphasis here include helping these persons:

1. Understand the ways in which the career education concept extends beyond the career development concept
2. Greatly increase their understanding of career development, of occupational/educational information, of career decision making, and of values clarification
3. Learn how to help classroom teachers better understand and participate in the career guidance process
4. Learn how to better utilize community resources as a tool for increasing student self-understanding through experiential learning.

Curriculum specialists, media specialists, and school administrators have professional leadership and coordinative roles to play in implementation of career education. They, too, will require inservice education. With such personnel, major areas of emphasis include:

1. Understand career education as a vehicle for use in refocusing educational practices
2. Developing and implementing school policies with respect to use of community resources in education including their use as part of the extended school concept
3. Learning about and providing means for dealing with the costs of implementing career education
4. Understanding and implementing a scope and sequence plan for use in career education
5. Devising and implementing means for helping and rewarding teachers in their efforts to use a career education approach in the classroom

Business/labor/industry/professional/government must become active participants if the career education effort is to be successful. They, too, must not be ignored when the topic of need for inservice education is considered. With such personnel, major areas of emphasis in inservice education include:

1. Understanding the nature and goals of career education as these relate both to other educational goals and with broader societal goals
2. Understanding why it is important that they become partners in the career education collaborative effort—i.e., that career education calls for more than simply cooperation with educators
3. Understanding how to relate positively with teachers and students in the teaching/learning process
4. Understanding how they can participate effectively in the career development process in ways that protect freedom of choice for those students with whom they come in contact

Community organizations concerned about and active in helping youth solve education/work problems should become an integral part of a coordinated community career education effort. Many such organizations (e.g., Junior Achievement, Exploring Scouting, USA, Girl Scouts, etc.) have local community programs that are derived from a master plan made up by their national organizations. Career education can become a vehicle for making those national plans work better providing persons operating them at the local community level learn how to:

1. Organize and operate their programs as a part of the extended school concept
2. Work with other community agencies in ways that assure maximum efficiency in utilization of community resources and availability of opportunities for maximum numbers of students

3. Think about their programmatic efforts in terms of ways in which it relates to the total career education concept

School board members/members of education governing bodies are legally responsible for establishing basic educational policies. If career education is to become a vehicle for refocusing education, it is obviously essential that such persons have endorsed career education. To do so, they need to learn:

1. The basic concepts of career education in terms of its nature, need, purposes, and goals
2. How to handle the concept of community collaboration in career education in ways compatible with legal policy-making responsibilities of school boards and educational governing bodies

Parents are crucial persons, especially at the K-12 level, in the effective implementation of career education. As prime influencers of youth values and decisions, parents can be either tremendously helpful—or tremendously harmful—to the career education effort. If positive benefits are to accrue, then parents must learn how to:

1. Present a positive picture of the parents' work to children
2. Discover and utilize the home/family structure in helping youth learn about and engage in work
3. Serve as resource persons for career education in the classroom
4. Participate, as volunteers, in career education efforts to help students engage in experiential learning opportunities in the broader community
5. Discuss career/educational plans and decisions with their children

Several *general principles* for inservice education in career education can be derived from study of the kinds of lists that have been generated here. Some, of course, would apply to *any* inservice effort, but others seem uniquely important in the *community collaborative* effort known as "career education:"

1. Inservice education must be a continuing, not a "one shot" effort.
2. Inservice education in education cannot be limited to a single topic area such as career education. Any given topic must fit in with a total plan for inservice education.
3. Since career education involves the efforts of a wide variety of persons, the inservice effort cannot be limited to only a single group.
4. Inservice education needs of various segments of education and the broader community are *common* only with respect to understanding the basic nature, need for, and purposes of career education.
5. *Specific* inservice needs of persons involved in career education vary greatly thereby making it necessary to devise and operate different kinds and forms of inservice education for each.

6. The *collaborative* nature of career education calls for the joint expertise and efforts of many segments of education and the broader community. It is impossible and impractical to expect each to become expert in the kinds of knowledges and skills required of others.
7. Various segments of education and the broader community need to become involved in providing inservice education *for each other.* For example, teachers can be "inserviced" by businessmen and vice versa; counselors can be "inserviced" by teachers just as appropriately as teachers can be "inserviced" by counselors.
8. With any segment, a large part of the "inservice" effort can be expected to be in the form of "on-the-job" training rather than in a structured workshop or class setting. The "learning by doing" approach may well become the most common form of inservice education for career education.
9. An essential part of inservice education for any segment of education or the broader community must concern itself with how to work with, learn from, and profit by the expertise and experience of other segments. An "isolationist" approach is unworkable.
10. Inservice education for career education must be planned, coordinated, and operated in a community system plan using a consistent conceptual and philosophical view of career education. While "career education" calls for different persons to do different things, they must share a common understanding of the meaning of "career education."

Even assuming a combination of a "teaching each other" and a "learning by doing" approach as the prime vehicles for use in career education inservice efforts, it is still obvious that funds will be required to pay for this effort. In the first place, *some* time will be involved – i.e., it cannot *all* be done on a "learning by doing" basis. Time is money. In the second place, there will be need for some career education expertise, over and beyond that possessed by those persons for whom the need for inservice education has been indicated. Whether that expertise is provided in the form of outside consultants, through that of a "community career education coordinator," or by some combination of these means, this, too, will involve the expenditure of some funds. There seems little doubt but that, of the total costs involved in implementing career education, a considerable portion should be devoted to this inservice effort. In spite of this funding necessity, there is no alternative available to those communities who want to implement a comprehensive, effective career education effort. The implementation of career education will not be without cost.

The Community Career Education Coordinator

Too many past efforts, each begun with the noble purpose of refocusing American education, have failed. Either they were "fads" that disappeared from sight in a relatively few years or they became simple "add ons" to an educational system which, as a *system*, failed to change. It seems likely that career education

will, in the long run, either succeed or fail depending on the wisdom of local policymakers in devising and implementing policies designed to assure that *system refocus*, rather than *program add-on*, remains the central thrust of career education.

In this regard, decisions made with reference to policies and practices in employment of local career education coordinators will be of pivotal importance. The following recommendations reflect current policy of OE's Office of Career Education on this matter:

1. At the K-12 level, it is recommended that full-time "community career education coordinators" be employed at the community, or school system level, but not at the school building level.

2. In postsecondary educational institutions, it is recommended that career education coordinators be employed at the institutional level, but not in discrete segments of the institution.

3. In teacher education settings, it is recommended that the prime emphasis be placed on infusing career education within the course offerings of all departments with a secondary emphasis, if any at all, devoted to the construction of special courses or degree programs carrying the label of "career education."

In this section, an attempt will be made to explain both the rationale for and the operational implications of these recommendations.

The rationale for creating a position of "career education coordinator" *at all* is two-fold. First, it is based on acceptance of the notion that those things which are designated as "everyone's business" quickly become "no one's business." With the wide variety of community segments envisioned as participating in a comprehensive career education effort, it will be essential that someone operate as a "nudger" to constantly promote and encourage the effort. Second, it is essential, in every community, that at least one person be available who knows enough about career education to be able to offer practical consultative assistance to the many kinds of persons involved in the effort. Further, it is vital that this person possess a sound conceptual framework for career education and be able to communicate and gain acceptance of that conceptual base among all participating segments in the effort. If this is not done, a "tower of Babel" result can be anticipated that can result only in confusion and misunderstanding that will hinder, if not destroy, the total effort. Career education coordinators *are* needed.

The rationale for recommending against employing "career education coordinators," as full-time specialists, at the building level in K-12 school systems is also a simple one. It stems from past educational reform or refocus efforts. When, in the course of evolving such efforts, major attempts have been

made to employ a full-time "specialist" in the area of concern at the building level, the following events have tended to occur:

1. Other education personnel assume that the "problem" (whatever it may be) will be handled by the "specialist" and that they don't have to become involved.
2. State education agencies develop "certification" standards for the new breed of "specialist" that require "X" numbers of college credits and, sometimes, various kinds of experiential backgrounds. This makes it difficult for the school system who wants to initiate an effort but cannot locate a "certified specialist."
3. Colleges and universities design graduate programs to train the new breed of specialists. A by-product of this effort is creation of a relatively small group of "super specialists" who assume prime responsibility for producing and disseminating new knowledge in the specialty.
4. Accrediting commissions eventually recognize the existence of the specialist and write a requirement for having one or more into their accrediting rules and regulations. Most schools then employ such specialists.
5. The growing body of specialists decides they need a professional association and so form one. They then tend to associate more with their colleagues in their professional association, in terms of basic professional concerns, than with their colleagues in the institution where they are employed.
6. The professional association goes into competition with other professional education associations in seeking larger and larger amounts of Federal education dollars to support their "movement."
7. The "specialty" becomes more and more firmly entrenched as an educational "add-on" while the rest of the system continues "as is." The promise of true educational reform is lost.

The "ideal" implementation pattern for career education is almost the direct opposite of this traditional model. On a point-by-point comparison basis, the "ideal" would be represented as follows:

1. *All* educational specialties (including all teaching fields) would become increasingly cognizant of their roles and responsibilities in career education.
2. No "certification" standards would exist for career education coordinators. Some communities may wish to employ a teacher to fill the position; others might employ a counselor; still others might employ a school administrator or curriculum specialist; and some might employ a non-educator from the business/labor/industry community. All of these options should be open. Training required will vary with the background of the person appointed to the position. No *standard* program will be required.
3. Graduate theses and dissertations in career education will continue, as they are now, to be generated by persons majoring in a wide variety of

disciplines, but those engaging in such dissertations will continue to be regarded as having majored in the *discipline*, not in *career education*.

4. When an educational system employs a career education coordinator, it will be because there is a perceived *need* for such a person—*not* a requirement imposed on that system by an accrediting commission.

5. The more than 40 national organizations and professional associations now supporting career education will continue to do so through such means as the operation of study commissions, convention programs, articles in their association journals, and convention resolutions. Still other organizations and associations will join in this effort.

6. When Federal legislation for career education becomes a topic for discussion, a variety of organizations and associations both from within and outside of formal education will seek to be heard. They will present a variety of views. There will be no single "lobby" for career education.

7. Implementation of career education will occur through "people change" rather than through "program add-on." It will be evident in the attitudes and actions of people, but not in the addition of new courses, new kinds of teacher specialists, or new buildings.

It is because of these perceived implementation advantages of the "ideal," as opposed to the perceived implementation disadvantages of the "traditional" approach, that it is recommended community career education coordinators be employed. The dangers of moving in this direction are obvious. That is, the sure, safe, quick route is the "traditional" one with career education specialists being sought at the building level. The "ideal" approach, admittedly, is one that will be much slower, more difficult, and more likely to fail. Its success rests on the power of persuasion, not the power of position. It rejects the use of external pressure, coercion, threat, or financial bribery as prime stimuli for change. Instead, it operates from an untested assumption that *it is possible for change to occur if those persons who should change become convinced that the youth they serve need them to do so.* It is the only assumption that can be made if the basic nature of the career education concept is to be preserved.

The Career Education "Treatment"

Three documents have recently appeared, each devoted to the task of summarizing data related to evaluation of career education's effectiveness. They include:

1. Enderlein, Thomas, *A Review of Career Education Evaluation Studies.* OCE Monograph on Career Education. Washington, D.C.: U.S. Government Printing Office, 1977.
2. Herr, Edwin, *Research In Career Education: The State of The Art.* Unpublished (as yet) paper prepared for the ERIC Clearinghouse of

Career Education. Columbus, Ohio: Center for Vocational Education, The Ohio State University, 1977.

3. New Educational Directions, *What Does Career Education Do for Kids? "A Synthesis of 1975-76 Evaluation Results."*

Those who find an opportunity to study the contents of these three papers carefully will hopefully agree with the following general conclusions:

1. The available evidence is generally more positive than negative with respect to the worth and effectiveness of career education.
2. A good deal of mixed evidence exists. In these instances, the common pattern is to find some evidence that career education helped and some that career education made no difference. It is most unusual to find any evidence that career education produced any negative results.
3. There exists huge variability in what is described as the career education "treatment" from study to study. In many instances, it is impossible to know, from the descriptions provided, what that "treatment" was.

Of these three general conclusions, the one that must be of major concern is the third. That is, unless and until some general agreement and understanding can be reached regarding the nature of the career education "treatment," it will continue to be impossible to clearly evaluate the effectiveness of career education. A situation where what is called the "career education treatment" is strictly dependent on definitions supplied by those conducting a given evaluation must inevitably be expected to produce the kinds of mixed evidence now present in the literature. It is healthy, of course, for any movement to have proponents who differ sharply with each other in that it encourages the production of new concepts, new kinds of experimental treatments, and new knowledge that helps keep the movement alive and growing. It is unhealthy, however, to have a *complete lack* of consensus on what the movement is trying to accomplish or the *basic* methodology essential for such accomplishment.

Career education has now evolved to a degree that enables us to specify, in broad, generic terms, what is meant by the term, "career education treatment." Exactly *how* this treatment will be carried out will, by necessity, continue to vary greatly, but *what* is to be done is becoming more clear. To outline this "treatment," it will be necessary to describe basic activities of several broad classes of "actors" in career education. The *interaction* of these classes of "actors" is more difficult to describe and can, at this point in time, best be inferred by studying the activities assigned to each.

In any bonafide "career education treatment," the *teaching faculty* must be the core group. When we say a given teacher, at any level of education, is "doing career education" in a comprehensive manner, we mean that teacher is:

1. Seeking to improve academic achievement through using a "careers emphasis" as a *vehicle*, to:
   a. Introduce a sense of purposefulness and meaningfulness into the teaching/learning process for both student and teacher through

emphasizing that one of the reasons for learning the subject matter is that people use it in their work.

b. Use a positive approach with students through rewarding students for what they have accomplished rather than emphasizing what they failed to accomplish, how much more they have to accomplish, or how many other students accomplished more. The basic idea is that, if we want students to strive harder to accomplish more, we can best do so by rewarding and recognizing the accomplishments they have already made–i.e., the *work* they have done.

c. Introduce variety into the teaching/learning process through utilizing the personnel and physical resources of the broader community as *vehicles* for improving student achievement–for emphasizing that students can learn in more ways than simply through reading, in more places than the classroom, and from more persons than certified classroom teachers.

2. Consciously and conscientiously provide rewards to students who exhibit and practice such basic good work habits as: (a) coming to work (to school) on time; (b) completing assignments that are begun; (c) doing the best that they can; and (d) cooperating with one's fellow workers (students).
3. Combining a cognitive and experiential approach in the teaching/learning process through emphasizing the dual desirability of "doing to learn" and "learning to do."
4. Helping students acquire decision-making skills through using a project activity-oriented approach, when appropriate, in the teaching/learning process that allows students to actually *engage* in the decision-making process.
5. Systematically attempting to reduce biases students may have with respect to race, sex, or handicapping conditions in ways that will maximize freedom of choice for all persons.
6. Helping students discover ways in which the subject matter being learned can be valuable to students in productive use of leisure time.
7. Helping students discover and develop a personally meaningful set of work values through allowing them to observe, study, and discuss work values present among persons employed in various occupations.
8. Helping students become aware of and understand the basic nature of a variety of occupations while simultaneously helping students understand the educational requirements essential for success in them.
9. Helping students become more knowledgeable regarding the free enterprise system–including understandings of both economic education and of organized labor.
10. Helping students think about and consider possible career choices that may be possible for them and important to them.

It is vitally important to note that *all ten* of these teacher activities can, and should be, related to the goal of improving academic achievement in the classroom. The first four are simply matters of teaching methodology, each of which is borrowed from common basic approaches to improving industrial productivity. The assumption is that, if practiced in the classroom, they will also increase educational productivity–i.e., academic achievement. The remaining six teacher activities obviously involve the addition of new cognitive content over and beyond that typically associated with the subject matter. If that new cognitive content is taught separately and apart from the subject matter, it must necessarily take time away from teaching the subject matter and so run the risk of reducing, rather than increasing, academic achievement. If, on the other hand, this new cognitive content is threaded into the subject matter, it can be used as a motivational bridge that will increase student interest in learning the subject matter itself. The teacher's *primary goal* remains one of helping students learn more of the subject matter with the secondary goal being one of helping students acquire this additional cognitive content as a *vehicle* for helping them see a personalized, long-term relevance of the subject matter and thus increase their motivation for learning. This is the basic principle of what some have called "infusion," others "threading," and still others "weaving" in career education.

Obviously, the ways in which these 10 teacher activities are carried out, and the relative emphasis given to each, will vary greatly from one level of education to another. Yet, in some way and to some definite extent, these ten kinds of teacher activity will be present in any educational institution where it could be said that a "career education treatment" exists. The extensiveness of that treatment will be a function both of the proportion of the teaching faculty engaged in these activities and the degree to which they are carried out in a knowledgeable and effective manner.

A second major body of "actors" involved in the "career education treatment" consists of *school board (governing board) members.* It is essential, if a successful career education effort is to be undertaken, that the following kinds of policies be established and in operation:

1. a policy endorsing career education as a vehicle for use in refocusing the educational system
2. a policy endorsing the need for and intent to utilize the personnel and physical resources of the broader community in improving the quality and variety of educational opportunities for students
3. a policy endorsing the establishment and operation of a Community Career Education Action Council with broad community representation that would be charged, in part, with making policy recommendations to the school board (governing board)

These three basic policies will provide the framework for the numerous related smaller policy decisions that educational governing bodies will be asked to make in career education. Since refocusing of the education system is the

basic goal of career education, it is essential that members of educational governing boards be understanding and supportive of the need for such policies.

Educational administrators and supervisors represent a third crucial set of "actors" in the "career education treatment." Such persons provide the professional leadership and administrative decisions that both allow and encourage career education to take place. While, of course, many of their decisions will have to be approved by educational governing bodies, the professional responsibility for making and defending such decisions rests squarely on administrative and supervisory personnel. If a comprehensive "career education treatment" is present, such provisions as follows will have been made:

1. Provision of *time* for inservice education of education personnel in career education.
2. Provision of a position of "Career Education Coordinator" at the school system (if K-12) or institutional (if postsecondary) level and filling of that position with a qualified person.
3. Provision of arrangements for students to receive elective educational credit for various kinds of career awareness and career exploration experiences taking place outside of the school building including, for example, such things as (a) credit for work experience (paid and/or unpaid) and (b) credit for participating in career awareness/exploration activities sponsored by community groups.
4. Provision of arrangements for students to make maximum use of the institution's educational offerings for purposes of career exploration including, for example, means by which college-bound students in the secondary school can use vocational education offerings as career exploration experiences.
5. Provision of professional leadership in supporting and encouraging career education as a vehicle for refocusing the educational system (if approved as official Board policy).

Counseling and guidance personnel (including both professional and support persons) have tremendous potential for becoming key "actors" in career education. Whether or not they will choose to do so remains to be seen. If they do, they will perform such functions as:

1. Helping members of the teaching faculty understand and utilize the career development process as a basis for threading career education concepts and content into the teaching/learning process.
2. Developing and utilizing experiential education methods and procedures for use in helping students develop increased self awareness, self understanding, and understanding of educational/occupational opportunities.

3. Coordinating career education activities, at the building level, in a scope and sequence pattern consistent with the basic principles of career development.
4. Developing and maintaining operational contacts with members of the business/labor/industrial/professional community in terms of serving as resources for career education at the building level.
5. Helping members of the teaching faculty and parents with problems they face in providing career guidance to students.
6. Providing professional career guidance and counseling to students both individually and in small group work.
7. Assisting students in the placement process, including both job placement and placement in postsecondary educational institutions that, in part, are committed to education as preparation for work.
8. Developing and promoting a variety of educational and community actions and efforts aimed at reducing race, sex, and physical/mental handicapping conditions as deterrents to full freedom of educational and occupational choice for all persons.

It is obvious that counselors, like other professional educators, will require a very great deal of inservice education before they are prepared to play each of these roles adequately. It is equally obvious that the counselor's role in career education can be appropriately viewed as only one part of the broad set of roles and functions demanded of today's professional counselors. Finally, it is eminently obvious that many of today's counselors will not find it professionally compatible with their own values or background to participate at all in career education. Like any other professional person in education, career education must be viewed as representing an opportunity, not an obligation, for the professional counselor.

Members of the *business/labor/industry/professional/government community* are also key "actors" in any bonafide "career education treatment." Unless they are involved, the "treatment" itself can, in no way, be regarded as "career education." Their active participation and support is needed in the following ways:

1. Serving as resource persons in the classroom to help students and teachers understand and appreciate the career implications of the subject matter.
2. Providing resources for field trips taken by students and/or educators for purposes of helping them become aware of the world of paid employment.
3. Serving as resource persons in the classroom–and inservice education efforts–to help both students and members of the teaching faculty understand the basic nature and operations of the free enterprise system, economic education, and the role and functions of organized labor in American society.

4. Providing resources for work experience opportunities for students—paid or unpaid—whose primary purpose is career exploration.
5. Serving as members of a "community career education action council" whose purpose is basically to develop and recommend career education policies to various segments of the community (including, but not limited to, the formal education system).
6. Serving as active participants in the education system's placement efforts (including both part-time and full-time job placement).
7. Devising and implementing ways of involving employees of the business/labor/industry/professional government community in career education activities designed to contribute to the career development of such employees.

There is absolutely no way a career education effort can be successful if the business/labor/industry/professional/government community is not actively involved. If career education efforts are successful, this part of the total community must certainly share part of the credit.

Existing community organizations having education/work goals must also be considered as key "actors" in any comprehensive "career education treatment." This includes organizations such as: (a) local service clubs (Rotary, Kiwanis, Lions, etc.); (b) Scouting, USA; (c) Girl Scouts of the USA; (d) American Legion; (e) Local council of churches; (f) Council of business and professional women's clubs; (g) National Alliance of Businessmen; and (h) local chamber of commerce. The primary career education roles to be played by such organizations include:

1. Studying and making provisions for involvement and participation of maximum numbers of school age youth in their organizational activities.
2. Studying and making provisions for ways in which their activities and programmatic efforts can be fitted into the total career education effort—rather than operating independent of or in competition with that effort.
3. Studying and making provisions for ways in which the total resources of the community may be utilized and shared by all such organizations in ways that provide maximum benefits for youth and efficient use of community resources.
4. Studying and making provisions for ways in which the efforts of each of these community organizations can be made a supplementary, rather than a competitive, resource for student use in career awareness and career exploration activities.
5. Serving as members of a "community career education action council."

Parents, at the elementary/secondary school levels, are among the most crucial of all "actors" in a comprehensive "career education treatment." Among

the many roles such persons could play in increasing the effectiveness of career education, the following are considered to be most crucial:

1. Helping their children understand both the nature and the positive social significance of the work done by parents (including both paid and unpaid work).
2. Providing opportunities, within the home/family structure, for their children to experience work–as a family *member*–in ways that both help the child understand his/her own worth and his/her own contributions to the well-being of the family as a social unit.
3. Helping their children find and engage in career awareness and career exploration experiences as part of family activities.
4. Helping their children think about and discuss career decisions–including decisions regarding both educational and occupational choices.
5. Helping their children understand and appreciate the career implications of the subject matter represented by homework they have been assigned.
6. Helping their children discover and utilize ways of making productive use of leisure time.
7. Helping their children think about and reflect on work values as part of their total system of personal values.
8. Helping their children develop attitudes devoid of bias with respect to race, sex, or physical/mental handicaps as deterrants to full freedom of educational and occupational choice for all persons.

Unless parents are actively engaged in activities such as these, it is doubtful if the efforts of the formal education system–no matter how intensive or comprehensive they may be–will be able to counteract what, in many of today's home/family structures, are negative forces working against the goals and objectives of career education.

Finally, the *career education coordinator*, as a key "actor" in the career education treatment, is a topic that deserves brief discussion. As noted earlier in this paper, it is recommended that, at the K-12 level, positions of "career education coordinator" be established at the school district (or community) level but not at the school building level. Persons serving in this role should, at a minimum, be charged with the following responsibilities:

1. Becoming and staying knowledgeable with respect to the career education literature and with national/State trends in the area.
2. Providing systemwide leadership in providing the expertise for and promoting the application of career education to the teaching/learning process.
3. Providing systemwide leadership in providing the expertise for and promoting the kinds of career education activities and actions called for

on the part of all other career education "actors" identified in this section.

4. Coordinating and strengthening the concept of collaboration in career education through conscious and conscientious efforts aimed at helping and encouraging various kinds of career education "actors" to work together.
5. Communicating career education concepts and philosophy to all career education "actors" and to the general public
6. Formulating and carrying out a systematic plan for implementing career education in the community on an orderly and systematic basis
7. Working closely with the "Career Education Action Council" in developing and gaining community acceptance for a conceptual view of career education consistent with the nature and needs of the community.
8. Providing expertise and leadership in carrying out and reporting results of system-wide continuing efforts to evaluate the effectiveness of career education.

If "career education" is to be evaluated, it is hoped that those undertaking such evaluations will make clear the extent to which–and the ways in which–each of the 53 roles and functions outlined for the eight kinds of key career education "actors" outlined in this section are in place and are operating. If all 53 of these roles and functions are being performed effectively, we have no qualms about applying the evaluative criteria discussed in the next section to the "career education treatment." To the extent that some–or most–of these 53 roles and functions are *not* being performed, then it can be questioned whether or not what is being evaluated can truly be said to be "career education."

Evaluation of Career Education

Career education, like most other educational activities, can be evaluated by assessing: (a) the extent to which a true "career education treatment" is present; (b) the adequacy of methods and processes used in carrying out the "career education treatment;" and/or (c) the *results* obtained as a result of applying the career education treatment. Of these three approaches, the *results-oriented* approach, expressed in terms of *student outcomes*, must ultimately be given top priority. The other two, while of great and obvious importance, must be considered to be of secondary importance. In a sense, they become things to check when one looks for explanations with reference to a particular evaluation effort.

In the 1974 OE policy paper, *An Introduction to Career Education*, the following statement appears in the discussion on evaluation:

> It is important to note that these learner goals are intended to apply to persons leaving the formal educational *system* for the world of work. They are *not* intended to be applicable whenever the person

leaves a particular *school.* For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post-high school occupational education programs. For still others, these goals need not be applied, *in toto,* until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences inherent in the concept of career education.

Since 1974, several efforts have been made to refine and revise the OE "learner outcomes" for career education. The list that follows represents the latest attempt to state, in an explicit fashion susceptible to measurement, the basic learner outcomes that a bonafide "career education treatment" should be able to produce.

Career education seeks to produce individuals who, when they leave school (at any age or at any level) are:

1. competent in the basic academic skills required for adaptability in our rapidly changing society
2. equipped with good work habits
3. equipped with a personally meaningful set of work values that foster in them a desire to work
4. equipped with career decision-making skills, job-hunting skills, and job-getting skills
5. equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions
6. aware of means available to them for continuing and recurrent education
7. either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions
8. actively seeking to find meaning and meaningfulness through work in productive use of leisure time
9. aware of means available to themselves for changing career options–of societal and personal constraints impinging on career alternatives

Sizeable problems remain with respect to obtaining valid and reliable assessment tools for use in measuring the extent to which each of these nine learner outcomes have been attained. This does not, in any way, negate the importance of each.

Concluding Remarks

This document has sought to present, largely in outline form, the basic nature of the career education effort as currently viewed by OE's Office of Career Education. Those who wish to study one or more of the topics discussed here in greater detail may find some of the earlier OE publications listed in the following bibliography to be helpful.

No pretense is made that the point of view expressed here is one with which all career education conceptualizers and practitioners will agree. At the same time, this point of view represents the closest approximation to a national consensus that the Office of Career Education has been able to discover. In this sense, it should serve as a reference point against which individuals interested and/or engaged in career education can compare their own points of view. At the very least, it should serve as a means for those whose views differ sharply from those expressed here to mount responsible replies.

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